

Three Addresses

DELIVERED AT THE MEETING
COMMEMORATING THE FIFTIETH ANNIVERSARY
OF FIELD MUSEUM OF NATURAL HISTORY

. . . . *September 15, 1943*



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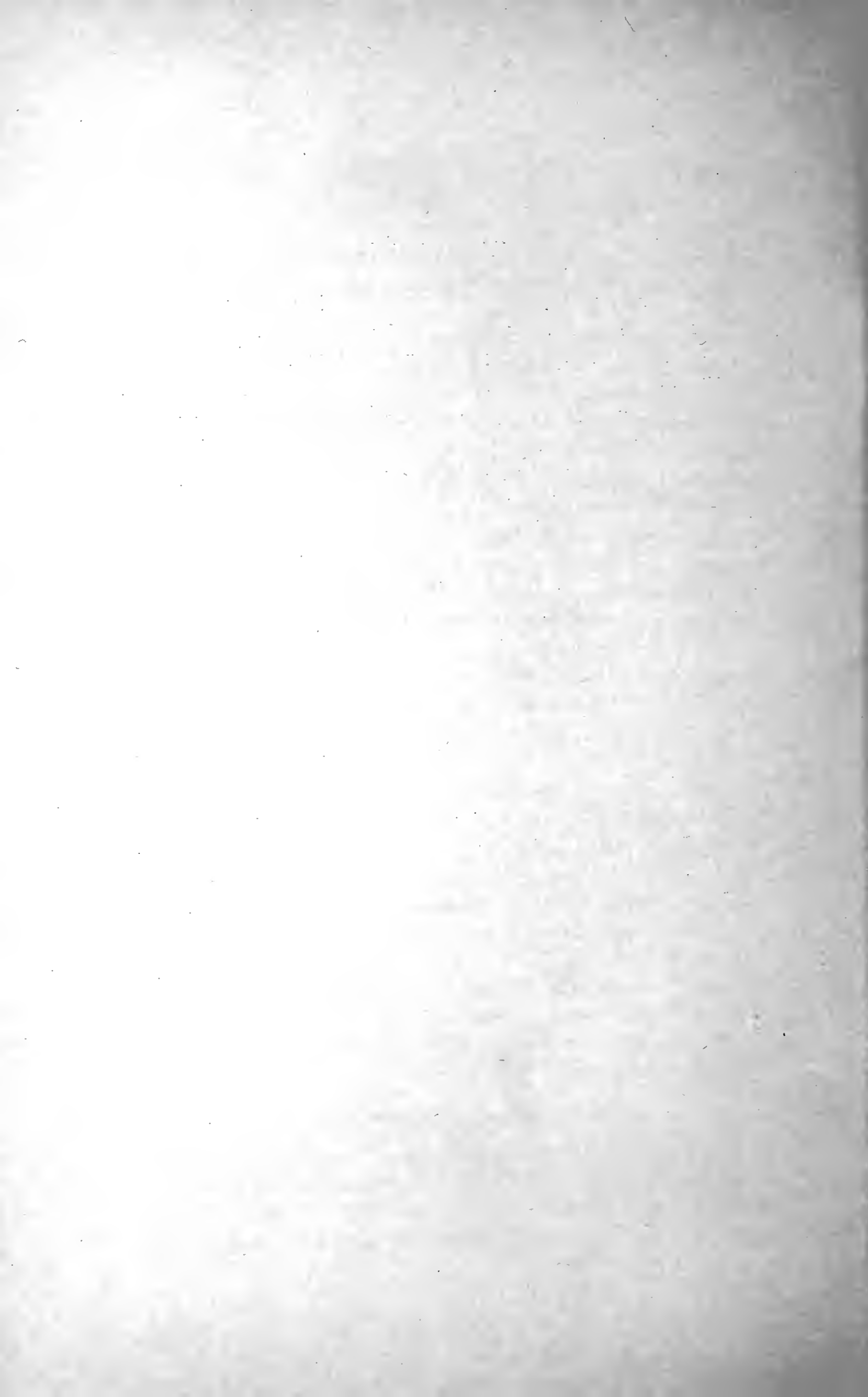
FOREWORD

On the evening of September 15, 1943, a meeting was held in the James Simpson Theater of Field Museum in commemoration of the Fiftieth Anniversary of the Museum.

The principal addresses made at this time were by Mr. Stanley Field, President of Field Museum; Mr. Albert Eide Parr, Director of the American Museum of Natural History, and Mr. Robert Maynard Hutchins, President of the University of Chicago. These addresses were of such significance and wide interest that they demand preservation in printed form.

Briefer and less formal remarks were made by Dr. Wilfred H. Osgood, Curator Emeritus of Zoology, of the Museum staff, who acted as Chairman for the occasion; Dr. Franklin Bliss Snyder, President of Northwestern University; Colonel Clifford C. Gregg, Director of Field Museum, on leave from service with the Army; and Mr. Orr Goodson, Acting Director.

Following the meeting, the audience of some 1,200 members and friends of the Museum were entertained in Stanley Field Hall where refreshments were served and special exhibits displayed.



*ADDRESS OF MR. STANLEY FIELD,
PRESIDENT OF THE MUSEUM*

It gives me great pleasure to say a few words tonight, on the Fiftieth Anniversary of Field Museum of Natural History. I want first to acknowledge the courtesy extended to the Museum by President Hutchins, President Snyder, and Director Parr, who will speak. Their co-operation in so generously giving of their time is deeply appreciated.

I also wish to thank all of you for being here; it is a pleasure to see so many Members and friends of the Museum on this occasion. Fifty years is not a very long time especially when one looks back, and it is amazing to see the development of this Museum, its accomplishments, and the position it has attained among the scientific institutions of the world—all in this short time, and with never more than a very modest amount of money.

I have had the honor, and it has been my great pleasure, to serve the Museum as President of the Board of Trustees for thirty-five years; so I have been in a position to participate in its activities and to watch it grow. I take this opportunity to acknowledge the great support, help, and encouragement received from the Trustees, and the very loyal co-operation I have had from the Director, Chief Curators, and entire Staff of the Museum. I am also grateful to all those generous citizens who have made the progress of the Museum possible by their gifts, large and small; and I thank the Members for their continued support and interest.

ANNOUNCEMENT OF CONTRIBUTION

At this time I have the privilege of making two important announcements. First: Mr. Marshall Field, grandson of the Founder, has advised the Trustees of his intention to give to the Museum certain pieces of property

that should produce an income at least equivalent to what his annual contributions have been in recent years. Mr. Field has been very generous to the Museum; he has financed expeditions, purchases of collections, maintenance of the building, and operating expenses, and is solely responsible for the pension plan which makes liberal provision for all the employees; without his aid and the great interest he has taken in all its activities, the Museum could not have reached the splendid position it occupies today. His contributions total \$2,852,000, without any reference to the gifts he is now proposing to make; so you can see what an important part he has played in the growth and standing of the Museum.

While the gift of Mr. Field is very substantial, it is only his part in providing for a future which we hope may be on a scale suited to the standing of the institution, and to the importance of the great public and territory which it serves.

The Museum must therefore look to other public-spirited citizens in the future, as it has in the past, for continued contributions to its support and development.

CHANGE OF MUSEUM'S NAME

My second announcement has to do with the name of the Museum. The Museum has had three names: Columbian Museum of Chicago—Field Columbian Museum—and Field Museum of Natural History. Mr. Marshall Field has discussed with me several times the matter of the name of the Museum. He has felt that since the Museum was created and maintained for the public and has become identified in the minds of the public as a Chicago institution—and since it is now playing a growing and important part in the educational activities of the city—it would be appropriate, and also in the best interests of the Museum, if the name were changed to Chicago Natural History Museum, thereby identifying its ownership more closely with the public of Chicago to whom, of course, it has always belonged.

It seemed to both of us that the occasion of the Fiftieth Anniversary was the logical time to announce the change. Accordingly, the matter has been fully discussed with the Board of Trustees, has met with their unanimous approval, and they have authorized me to make this announcement to you.

The change will become effective as soon as legally possible.

*ADDRESS OF MR. ALBERT EIDE PARR,
DIRECTOR, AMERICAN MUSEUM OF
NATURAL HISTORY, NEW YORK*

The museums of today are in a state of transition, with a great past to look back upon and a great future before them, but with a rather confused and uncertain present to cope with. The colorful caterpillar of yesterday is today a rather shapeless chrysalis in which all the parts are struggling through chaos to rearrange themselves into the beautiful butterfly we hope will emerge tomorrow.

The intellectual and material difficulties besetting the museums of today are of course in part a reflection of the general crisis of change in which our entire educational system is involved. But in the case of the natural history museums our predicament is also in a large measure of separate and special origin, having to do with a revaluation of the needs and a reorientation of the educational and scientific purposes of the natural sciences, which began a long time ago.

Actually the turning point had already been reached at the time of the first world war. But, unfortunately, we who had grown up in fascination with the natural history museums as they were, were neither able nor willing to recognize the need for new directions at that time. When the museums picked up their activities again after the war they generally continued on the old course. Aided by the affluence of the post-war period, they achieved new and marvelous results in the old lines of endeavor, but they also advanced so far along the old route that it is exceedingly difficult for many of them to attempt to make their way back to the crossroads again to take the proper turn at this time. The possessions they accumulated along the path they followed have become too heavy and too costly a burden to be easily

carried along with the burden of new obligations, and too dear to be easily dropped by the roadside.

THE AGE OF EXPLORATION

When the museums began, the natural sciences were chiefly concerned with the task of completing our descriptive knowledge of the contents of the world. Several factors contributed to make this pursuit the logical scientific preoccupation of the times. It was the age of the great explorations, which revealed to European and American civilization a diversity and abundance of natural phenomena undreamed of in the homelands. In the system of classification devised by Linneus, science had also for the first time in its history been offered a method by which it might actually be able to make a complete inventory of nature. The naturalists of earlier days had been struggling under handicaps similar to those of primitive people unable to count beyond four or five. Without a system it might perhaps be possible to give an intelligible account of the first few hundred kinds of flowers, the first dozen species of beetles, and so on, but beyond that it could only become a matter of "other beetles" and "other flowers" in hopeless confusion.

With such a wonderful new toy to play with, and with entirely new worlds opened up for their playground, the men of natural science gave their main attention to the discovery and recording of all the marvelous forms of life which were now revealed to them, and became less inclined to speculate further upon the processes which made life go on until they should be able to reason with a fuller knowledge of what life contained. But this meant the study of specimens and samples brought back from all corners of the globe. The museums became *the* seats of learning in the subjects they dealt with, and even the most advanced university teaching of nature developed from and around the activities of the museums.

RELATION TO EVOLUTION CONTROVERSY

Subsequently, Lyell's concepts of geology and Darwin's theory of evolution added intellectual zest and

tremendous public interest to the tasks of discovery and description. It was largely in the materials and the work of the museums that these concepts had to meet their test, and great issues in human philosophy depended upon the outcome. It was the heyday of the natural history museums.

In this first great period of museum history public and scientific interests were parallel, and the museum served both with great credit to itself. The great explorations had also opened up new worlds for the layman, into which he might venture in pursuit of freedom or adventure, happiness or wealth. Therefore the layman, as well as the scientist, found himself more interested in learning what he or his friends would see when they traveled beyond the horizon, than he was in trying to understand the everyday life around him. The museums brought the samples back and showed them to him and served him well. And, finally, the layman also became deeply affected in his whole philosophy of life by the apparently irreconcilable conflict between science and religion which seemed to develop around the Darwinian theory, and he was as anxious as the scientist to watch the outcome of the test to which this theory was being put against the evidence dug from the depths of the earth.

But already, during the first decade of this century, it seemed clear that sufficient material had been collected to show both the extent and the limitations of the evidence for the theory of evolution, and the theory began to settle to its proper place in human thought. There was, and still is, an enormous amount of interesting research to be done upon the exact manner in which the various forms of life evolved, but the discussion of the main principle again reverted to a philosophical question of evaluation of evidence, of which there already was enough available and no more needed to be gathered. The natural sciences began to regard the issue as settled and turned their attention to other problems, particularly in physiology, heredity, and other questions of experimental biology. The museums, which had originally been the centers of

learning in the natural sciences, now became mere adjuncts to the main educational and research activities in these subjects.

NEW FIELDS NEGLECTED

Through the enormous labors of exploration and classification our knowledge of the living and dead contents of nature had also at this time become sufficient for application to other types of research and to practical problems, particularly in the fields of pure and applied ecology. But the natural history museums generally forfeited the opportunity to reap the fruits of their own labor by failing to enter the new fields of research opened up by their own contributions to knowledge. Bureaus, departments, and laboratories of fisheries, entomology, botany, forestry, and plant ecology, which generally started in close association with the museums, recruiting most of their personnel from the museum profession or among museum trained men, grew gradually apart from their original affiliations and left the museums behind in prestige. In the meantime the museums adhered to the narrow course of their relentless search for new species to describe and to classify. It is perfectly true that this is a fundamental and never ending duty for the museums to perform, because as our knowledge advances we learn to find new things among the old. But it is also true that it is a type of effort which has already long ago been carried far into the curve of diminishing returns except when it is conducted in strict co-ordination with the other kinds of research which the museums generally have failed to take up.

While the museums were being crowded off the center of the stage in the natural sciences, and practically disappeared into the wings, their messages to the public also lost much of their significance in human affairs.

COMPETITION FOR PUBLIC ATTENTION

The new worlds had begun to lose their novelty, and, in addition, the museums were receiving a new competition for the attention of the public from zoological gardens

and traveling menageries, from photographic illustrations, and finally from the motion pictures themselves. The layman had come to be fairly familiar with what he might expect to find beyond the horizons, from a multitude of other sources than museums. He had also begun to realize that the possibilities of the world are not unlimited, and that he cannot in the long run continue to escape by flight from the restrictions of his environment and the results of his mistakes in dealing with his natural surroundings. He became increasingly concerned with how to understand and to manage, how to enjoy and to live successfully with the nature of his own country and his own back yard. And the museums continued to put their main effort into an attempt to distract him with the lions of Africa.

The road along which the museums so brilliantly led the natural sciences in the last century has obviously become too narrow for their further advance except towards a continued decline in scientific prestige and in public interest. To recover what we have lost by our belated recognition of this fact we must seek new and additional avenues of progress for our efforts.

APPLICATION OF KNOWLEDGE NOW NEEDED

In the sciences we must ourselves attend to the application of our systematic knowledge of nature to the branches of research which depend for their results upon the rigid use of such knowledge. We must try to resume leadership in the studies of living organisms which are based upon our museum knowledge of their forms and their identities. We must begin to subordinate our search for more information about the variety of nature to the study of the natural laws, and to be able to do that we must ourselves become active participants in these studies. Investigations of animal behavior, of animal and plant ecology—that is of the biological relationships governing the life of populations and communities of species in nature—of genetics and of many other aspects of the sciences of the living, must be added to our program and

must be made to direct the continuation of our efforts in descriptive classification. If you wish to define this broadened field by a single composite term you might call it the subject of dynamic natural geography, in which our principal aim must be to acquire an understanding of why nature is as we find it, and how it functions as it does under the various circumstances and in the different parts of the world. If we do not do this we shall merely go on accumulating an ever more intricate inventory of nature, beyond anybody's needs or capacity to use, and the gratitude we can expect will be as slight as the service we render. But if we do it we shall find that the road to regained scientific prestige is also the road to recaptured public interest.

What the layman wants today is also an increased understanding rather than additional facts and curiosities of information unrelated to his individual or national problems. Dust bowls and Japanese beetles, Dutch elm disease and fisheries that fail or drown his economy in an unpredictable surplus, a thousand and one other natural hazards to his individual comfort, recreations and livelihood, and to the national welfare, have all brought home to him the urgent need for a widespread understanding of the laws of nature if democratic methods of procedure are going to prove successful in the nation's management of its country. World events have also made evident to him a new need for a similar understanding of the problems of other regions. But this broader understanding of the limitations and possibilities, the handicaps and advantages of the rest of the world will follow easily, almost automatically, from a deeper understanding of our own relation to our environment.

INTERPRETATION OF NATURE

The most immediate and most important present and future duty of the natural history museums is therefore the task of interpreting to the nation the natural conditions under which the nation lives and struggles for its livelihood, so that it can be better guided in its future

dealings with nature and its products than it has been in the past. And the best method of accomplishing this task is by a presentation of the history of man and his environment on our continent.

We are fortunate in that we are probably the only nation on earth which could attempt to make such a study and reconstruction of the history of its country from written records. Other nations go back too far into the days when only wars and similar events seemed worth recording for posterity, but for us it would be relatively simple to give a true picture of the nature of our country as the first Spaniards and Frenchmen found it in the south, and the Dutch and English in the northeast. In this first glimpse of a virgin continent, in the eyes of white men, we should include a brief treatment of the relations which the native Indians had already established with their natural environment. From the coastal strips we would then move along with the early settlers—north from the Gulf, south through the limestone valley from the northeast, west across the prairies and the plains, north and south to the Pacific. As we move along through the exhibits we would see our country as the settlers first found it and we would show how the appearance and the balance of nature were changed with ax and plow, guns and traps, by fire and the grazing of cattle, in the conquest of our continent. We would bring all the natural sciences to bear upon the telling of our story. The geology of our rocks, the physics and chemistry of our soils, the botany of native and cultivated vegetation, the genetics of corn, the biology of our wild life and the anthropology of our nation. As all these sciences do their share in explaining the epic of man and nature on our continent, they will also themselves be explained thereby. The specialized sciences would be brought into perspective to each other and to the totality of nature. And, with the story brought up to date to the problems of dust bowls and soil erosion, forestry, wild life and natural resources, our public would get a new appreciation of the significance of the natural

sciences by seeing them applied to the interpretation of an environment with which they are deeply concerned.

The story which has been suggested is one for all museums to tell, because it is one which all men need to know for the role they have to play as members of a self-governing democracy. We in New York also hope to attempt it as soon as conditions will permit. But there are special reasons for mentioning the subject here. Your city can in a very real sense be said to be at the heart of our continent. Here we have the meeting point for the largest arteries and veins through which the wealth of the world around us is brought in and is again distributed through the world of man. This should therefore also be the first and foremost place for the full development of the epic of man's struggles with the nature of an entire continent—how we found it—how we changed it—and how its forces of air, land and water, its plant and animal life are functioning for or against us today.

*ADDRESS OF
MR. ROBERT MAYNARD HUTCHINS,
PRESIDENT, UNIVERSITY OF CHICAGO*

We celebrate the birthday of one of the great educational and scientific institutions of the world. Through its researches and publications it has advanced the four sciences to which it is devoted. Through its exhibitions and instruction it has enriched the life of the community it serves. The Museum can boast that for two generations no child could grow up in Chicago without coming under its influence. We record tonight our gratitude to the Founder and his family, to the hundreds of generous citizens associated with them, and to the distinguished scholars who have made these contributions to the enlightenment of our city and the world.

As an educational institution, Field Museum possesses certain special advantages. It has no football team. It gives no course credits or course examinations and awards no degrees. Its labors are not encumbered by the elaborate apparatus of academic bookkeeping which has resulted in education by the adding machine. The students of the Museum come here to learn. They do not ask it to help them make friends, get a better job, or give them a leg up the social ladder. Formal education, moreover, in schools, colleges, and universities is something you finish. It is like the mumps, measles, whooping-cough, or chicken-pox. Having had education once, you need not, indeed you cannot, have it again. You put it behind you with your other juvenile troubles, praise the Lord that it is over at last, and proceed to the really important tasks of life. The Museum is free from this regrettable tradition. It operates on the cradle-to-the-grave principle. The Museum is seductive. Perhaps because it does not employ compulsion, but woos the

learner with artful wiles, it continues to deceive him into educating himself as long as he lives.

ADVANTAGES OF MUSEUMS

The combination of these advantages with the liberal and far-sighted policy of the Board of Trustees has given the Museum a freedom and independence enjoyed by few educational institutions. So Colonel Gregg felt able to say in 1939 that the sole purpose of the Museum was to pursue knowledge for its own sake. He went on, "Whether its collections are used for the study of industrial scientists who seek to make a profit, by scholars who seek to solve some problem of research, or by casual visitors who seek recreation and enjoyment is not of primary concern to a museum. The only real concern is that the collections be available and that they be used."

The pedagogical significance of the collections is as obvious as it is great. The chief difficulty of any classroom teaching is the absence of three-dimensional reality, and the specialization, mechanization, and urbanization of life are making the difficulty more serious every year. It may shortly be as hard to make an American city-dweller understand agriculture and its significance as it would be to discuss the Fiji Islanders with the Eskimos. Other educational institutions deal perforce with books and words. For that constant illustration of the idea by the fact which is indispensable to the communication of any ideas they must rely on the three-dimensional reality which can only be supplied by museums.

Armed with its peculiar advantages the museum goes forth to do battle with its peculiar problems. The first is produced by its origin and history. In 1931 the British Board of Education uttered the following melancholy reflections on the name "museum." "Does it not suggest," the Board said, "a depressing, decaying institution, the last resting place of travelers' mementos and of fossils which have undeservedly survived from ages long ago? The existing prejudice is deeply rooted in the tough soil

of our language and in the popular mind, but it would most surely be overcome if a generation of children were given systematic opportunities of enjoying the treasures of modern museums." By the method recommended by the British Board of Education, Field Museum has robbed the word "museum" of depressing or decaying connotations to such an extent that I am sure a Chicago audience will be surprised to hear that anybody thought it had any. In passing I should add that the facts seem to belie the gloomy attitude of the Board of Education toward the word "museum" in England. In 1939 a reliable authority stated that new museums had been opened in the British Isles at the rate of one every three weeks for the last ten years. Attendance at British museums has been steadily increasing during the war. By popular demand they remained open during the Battle of England and the blitz.

But the purpose of the second museum established in this country, that of the East India Marine Society at Salem, illustrates the problem that all museums are still trying to solve. The Salem museum was organized in 1799 to be a repository for the curious objects gathered by the ship captains of the town in the lands of the South Pacific, Indian, and South Atlantic oceans. Such a museum, which was simply a co-operative curio cabinet, has the same relation to education as the stories of sea captains or the tales with which Othello, who was himself a sea captain, engaged the attention of Desdemona. They are interesting and amusing, and sometimes produce, as in Desdemona's case, sensational results. But they are usually ephemeral and often false—my sea-captain grandfather told me most atrocious lies—and such material, whether it is words or objects, should hardly be central in education. Whatever educational value it once had has now almost wholly disappeared, and its presentation is no longer the special function of a museum. The newspapers, the movies, the magazines, and the department stores have long since taken over the job of gratifying the public appetite for the odd, the quaint, and the amazing; and they have succeeded to such an extent that the public is

largely indifferent to objects recommended to them because of their odd, quaint, and amazing characteristics.

INFORMATION MUST BE ORGANIZED

This problem is part of the larger problem of the relation between information and knowledge. Facts are indispensable, but they are not enough. Unrelated, miscellaneous facts, however odd, quaint, or amazing, are not knowledge, in spite of any impression to the contrary given by the "Quiz Kids" or "Information, Please." The characteristic of knowledge is organization, which implies understanding, ordering, and interpretation. A heterogeneous collection of facts is not knowledge; a heterogeneous collection of objects is not an educational institution. The art of the museum scientist, which is displayed at the highest pitch in this building, lies in the presentation of objects on an organized plan to convey meaning. For it is not the object that is important; it is the meaning of the object. The educated man is not one whose mind is a waste-basket, or even an *Encyclopedia Britannica*, of unrelated facts. He is one who grasps the significance of what he sees. An educational institution is one which helps its students to make these interpretations. or at least to learn how to make them.

Education, to deserve the name, must be systematic. For this reason one may be permitted to doubt whether coast-to-coast radio broadcasting can ever deserve the name. It may encourage people to engage in systematic study, and hence be valuable as far as it goes. But since it cannot be systematic, either in its presentation or in what the listener does with it, it cannot itself be education. The great museums have become systematic expositions of the arts and sciences with which they deal. They promote the comprehension of the facts presented. But the most systematic presentation of material must fail of its purpose if it is not systematically studied. The casual wanderer through the best of all possible museums will not get much education out of it unless he already has a good education in the facts and ideas which the

museum is endeavoring to communicate. The casual caller without such an education may be stimulated to get one; but he will not be educated by his call.

MUSEUM-UNIVERSITY CO-OPERATION

Therefore the maximum integration of the Museum with other educational institutions in the community is the first requisite of its increased educational usefulness. Although the Museum is so integrated with the public school system that no child can pass through the system without passing through the Museum, the same relations do not obtain between the universities of the area and the Museum, either in instruction or in research. The reason is partly the inertia of the universities and partly the small size of the Museum staff. Highly valuable relationships do exist; but they are too few and too informal.

The universities are conducting teaching and investigation in the same sciences in which the Museum is interested. The research of both groups should be advanced by co-operation between them. The teaching of the *universities* would gain reality by a more definite, planned exploitation of the Museum's resources. The teaching of the *Museum* achieves coherence as it becomes part of a course of study which gives some assurance that the student will begin at the beginning and go through to the end. The integration which the Museum has achieved with the curriculum of the public schools should be rapidly extended to the higher levels through integration with the curriculum of the universities. This will require substantial additional funds at the Museum to increase the staff so that its members may participate in university work and give instruction here or on the several campuses to university students. But expenditures to promote co-operation in research and co-ordination in education are economies in the long run, for they help to get rid of the greatest waste in teaching and investigation, the waste of duplication, and their ultimate effect is to get the most out of every dollar spent for the advancement of learning in the community.

ADULT EDUCATION A MUSEUM FUNCTION

From habits of systematic study developed in their early years the Museum may expect to obtain the systematic use of the Museum by adults. The education of adults is and must remain the peculiar obligation and opportunity of Field Museum. This is much more important than the task of providing innocent amusement for the citizen's idle hours. The best index to the character of any civilization is the way in which those who *have* leisure use it. The Greeks said that work was for the sake of leisure. But *their* word for leisure was the origin of our word for school. They did not mean that work was to get the money to go to the movies or to Palm Beach. They meant that it was to provide the means for study, reflection, and the duties of citizenship. And since they used their leisure for these purposes, they became the guides and teachers of all succeeding generations.

To the Greeks the object of life was happiness. Happiness consisted chiefly in the exercise of one's highest powers. And these powers were exercised in study, reflection, and active participation in the life of the community. For these objects leisure was required, and one who did not have it could hardly be called human. The Greeks obtained their leisure in a way that does not commend itself to us. They got it through the ownership of slaves. Slaves were not people. But the leading thinkers among the Greeks went farther. They held the view that since leisure was indispensable to a human life, those who must spend all their time in menial, mechanical pursuits which gave them no inclination or opportunity for study, reflection, or participation in the affairs of the community were not sufficiently human to be citizens of a good democracy.

LEISURE WILL INCREASE

In our own day, in our own country, the ideal of the Greeks has been attained. For slaves we have machines. The hours of labor have steadily fallen. The leisure which

was the privilege of the few is now the prerogative of all. This process will continue. The concentrated labors of American scientists on military secrets have given an impetus to technology which will become apparent when the war is over. I believe that we are at the beginning rather than the end of the scientific revolution. Technology will continue to supply material goods in greater and greater quantities with a continuous decline in the amount of labor necessary to produce them. In spite of the cost of reconstruction and rehabilitation, in spite of enormous debts and enormous obligations to millions who are without the means of subsistence, the working day and the working week will continue to fall, and the amount of time which the worker will have at his own disposal will continue to rise.

Machines can set men free. But freedom is not an end in itself. It is no good to you unless you know how to use it. If we accept the Greek view that the good life is found through intellectual and moral development and service to the community, then true freedom is that which is devoted to these ends. The kind of civilization we have will depend on whether we can dedicate our increasing leisure to these ends, or whether we shall spend it once more, when we can, in driving furiously back and forth on the crowded highways, catching glimpses of the countryside between the billboards. The transformation of the American conception of leisure from time to waste into time to learn is one of the major responsibilities of the museums.

MUST TEACH "GOOD LIFE"

It is not education to make a living that we require, but education to make a life. For many, perhaps most, jobs in industry, men can now be trained in two or three weeks. As mechanization increases and we become a nation of button-pushers, the time needed to learn how to push the right button at the right moment will shrink still further. When jobs are available the worker can now get and hold one with less experience and skill than

at any time in history. The knowledge and background necessary to make a living are approaching the vanishing point. But the difficulties of leading a good life and being a good citizen are greater than ever. And since our education has been largely devoted to vocational training and something called college life, we are unprepared for these difficulties. They place a strain on the intelligence and character of our people that has become almost intolerable. With increasing leisure we do not know what to do with ourselves. With the responsibility of leading the way to a democratic world community, we are unprepared to make the sacrifices required by a thorough-going democracy at home, and unwilling to face the fact that a democratic world community, which offers the only hope for permanent peace, cannot be achieved without the sacrifice of prejudices dear to our hearts—prejudices about foreigners and their goods, and prejudices about the participation of foreigners in political decisions affecting our lives. Yet a world organization is on the way. There can be no doubt about that. The swift advance of transportation is making it inevitable. The only question is, what kind of world organization will it be? Will it be a despotism of that power or those powers which can hold down the world by force? If so, it will disintegrate as allies quarrel or as the oppressed and downtrodden gather the strength to rise against their masters. Will it be a democratic world community? If so, the responsibilities of the American educational system assume such proportions that we can only weep at the colossal triviality in which it has been wasting its days.

If every man is to be free, then every man must be educated for freedom. If every part of the world is to join in a democratic world community, then every part of the world must understand every other part. Transportation will not do the job. Faster transportation is just as likely to lead to more frequent and more terrible collisions as to world peace. Any community rests on communication, and communication means understanding. As the college must pass from the county-club stage

where it has dallied too long, the museum must change from a curio cabinet into an integrated part of an educational system dedicated to teaching men how to live human lives, and how to live them together on a worldwide basis. This is the great educational task of the future. The record of Field Museum in the last half century has laid the foundations of its leadership in the next.

